DOCUMENT RESUME

ED 259 310 CS 008 092

TITLE Reading and Study Skills and Instruction: Preschool and Elementary: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1985 (Vol. 45 Nos. 7 through 12).

INSTITUTION ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

PUB DATE 85

NOTE 15p.; Pages may be marginally legible.

PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Academic Achievement; Annotated Bibliographies; *Basal Reading; Beginning Reading; *Cognitive Processes; *Computer Assisted Instruction; Doctoral Dissertations; Elementary Education; Magnet Schools; Parent Participation; *Reading Comprehension; Reading Habits; *Reading Instruction; Reading Materials; Reading Programs; *Reading Research; Study Skills; Teacher Role; Teaching Methods

ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 29 titles deal with a variety of topics, including the following: (1) magnet schools and achievement in reading and mathematics; (2) a psycholinguistic analysis of the oral reading behavior of selected urban students; (3) the effect of computer-assisted instruction upon reading achievement with selected fourth-grade children; (4) an activity-based seatwork program for reading and mathematics in the elementary school; (5) a study of reading comprehension instruction; (6) an analysis of the appropriateness and amount of decoding practice provided first-grade children in the readers of five commercial basal reading programs; (7) an extension of Habecker's study of reading questions in selected basal readers; (8) imagery and question strategies in text learning; (9) parental involvement in the reading readiness and reading performance of kindergarten children; (10) the effects of intensive intervention on vocabulary development of seventh grade students in reading; (11) failure in beginning reading; (12) evaluating the implementation of a reading program; (13) prediction as an aid to comprehension; (14) a content analysis of realism in elementary school basal reading textbooks; and (15) the interrelationship of art and reading education. (EL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED259310

Reading and Study Skills and Instruction: Preschool and Elementary:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, January through June 1985 (Vol. 45 Nos. 7 through 12).

Compiled by the Staff
of the
ERIC Clearinghouse on Reading and Communication Skills

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

UMI

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS008092

The dissertation titles contained here are published with permission of the University Microfilms International, publishers of Dissertation Abstracts International (copyright © 1985 by University Microfilms International) and may not be reproduced without their prior permission.

This bibliography has been compiled as part of a continuing series designed to make information on relevant dissertations available to users of the ERIC system. Monthly issues of Dissertation Abstracts International are reviewed in order to compile abstracts of dissertations on related topics, which thus become accessible in searches of the ERIC data base. Ordering information for dissertations themselves is included at the end of the bibliography.

Abstracts of the following dissertations are included in this collection:

Allen, Janet Keyes
RELATIONSHIPS AMONG FIRST GRADE INSTRUCTIONAL PRACTICES, CONCEPTS OF READING, AND READING PROCESSING STRATEGIES

Blasie, James A.
MAGNET SCHOOLS AND ACHIEVEMENT IN READING AND MATHEMATICS

Brown, Dorothy Lloyd
A PSYCHOLINGUISTIC ANALYSIS OF THE ORAL REDING BEHAVIOR OF SELECTED URBAN STUDENTS: A FIVE-YEAR LONGITUDINAL DESCRIPTIVE STUDY

Bryg, Virginia
THE EFFECT OF COMPUTER-ASSISTED INSTRUCTION UPON READING ACHIEVEMENT WITH SELECTED FOURTH-GRADE CHILDREN

Burkett, Carolyn McKenzie
PRACTICE CENTERS: AN ACTIVITY-BASED SEATWORK PROGRAM FOR READING AND MATHEMATICS IN ELEMENTARY SCHOOL

Day, Mary Darlene
AN OBSERVATIONAL STUDY OF READING COMPREHENSION INSTRUCTION IN INTERMEDIATE GRADE CLASSROOMS

Gottfredson, Conrad Arthur
AN ANALYSIS OF THE APPROPRIATENESS AND AMOUNT OF DECODING PRACTICE PROVIDED FIRST-GRADE CHILDREN IN THE READERS OF FIVE COMMERCIAL BASAL READING PROGRAMS

Granath, Gregory Keith
AN EXTENSION OF HABECKER'S STUDY OF READING QUESTIONS IN SELECTED BASAL READERS

Green, Helen Ruth Hyde
A COMPARISON OF THE EFFECTS OF SUSTAINED SILENT READING WITH AND WITHOUT STIMULANT EXPERIENCES ON ATTITUDES TOWARD READING AND READING ACHIEVEMENT OF FOURTH- AND FIFTH-GRADE STUDENTS

Herrington, Scott Slater
IMAGERY AND QUESTION STRATE-

Jett, Elaine Becker
PARENTAL INVOLVEMENT IN THE READING READINESS AND READING PERFORMANCE OF KINDERGARTEN CHILDREN: A FIELD STUDY

Johnson, Frances Lanier
THE EFFECTS OF INTENSIVE INTERVENTION ON VOCABULARY DEVELOPMENT OF SEVENTH GRADE STUDENTS IN READING

Joldersma, John Edwards
THE EFFECTS OF VARIOUS MODES OF EYE MOVEMENT CALISTHENICS ON SIXTH GRADE STUDENTS' READING RATES, READING COMPREHENSION AND ATTITUDES TOWARDS READING

Kilian, Lawrence John
FAILURE IN BEGINNING READING: PROBLEMS IN MASTERING A COMPLEX COGNITIVE TASK

Koch, Kathryn Ann
THE EFFECTS OF ORAL REPEATED READING ON SECOND GRADE STUDENTS' ORAL READING ACCURACY, RATE, AND COMPREHENSION

MacNamara, David Lee
EVALUATING THE IMPLEMENTATION OF A READING PROGRAM

McElroy, Billie Brundage
PREDICTION: AN AID TO COMPREHENSION

Otto, Beverly White
EVIDENCE OF EMERGENT READING BEHAVIORS IN YOUNG CHILDREN'S INTERCTIONS WITH FAVORITE STORYBOOKS

Prince, Amber Tipton
A COMPARISON OF VIDEO FORMAT MICROCOMPUTER PRACTICE, MICROCOMPUTER DRILL AND PRACTICE, AND WORKBOOK ACTIVITIES ON LEARNING AND RETENTION OF A READING SKILL

Reyhner, Jon Allan
A CONTENT ANALYSIS OF REALISM IN ELEMENTARY SCHOOL BASAL READING TEXTBOOKS

Richards, Grant Lund
READING COMPREHENSION: A CLASSROOM APPLICATION OF THE GENERATIVE MODEL

Ruiz-Gomez, Daisy
AN INVESTIGATION OF LITERACY RELATED EXPERIENCES OF PRE-KINDERGARTEN CHILDREN WHO DEMONSTRATE KNOWLEDGE OF PRINT

Slade, Ina Garrett
EFFECTS OF READING-STUDY STRATEGIES ON READING COMPREHENSION TOWARD SCIENCE

Strackbein, Deanna Lee
EFFECTS OF SCHEMA-BUILDING VOCABULARY INSTRUCTION ON WORD-MEANING KNOWLEDGE AND READING COMPREHENSION

Srubek, Susan Lynn Donahoe
THE INTERRELATIONSHIP OF ART AND READING EDUCATION

Tang, Terry T.
TEACHING VERY YOUNG CHILDREN TO READ AND SPELL WITH COMBINED ROTE AND PHONETIC STRATEGIES: ANALYSIS OF FACTORS AND CONDITIONS CONTRIBUTING TO SUCCESS

Tomlinson, Louise M.
MAINSTREAMING WITHIN THE CONTENT OF READING INSTRUCTION

Webeler, Mary Elizabeth
ORAL READING OF HIGH AND LOW READING ACHIEVEMENT FOURTH GRADE STUDENTS TAUGHT BY AN INTEGRATED LANGUAGE ARTS APPROACH AND SKILLS APPROACH TO READING

RELATIONSHIPS AMONG FIRST GRADE INSTRUCTIONAL PRACTICES, CONCEPTS OF READING, AND READING PROCESSING STRATEGIES Order No. DA8500740

ALLEN, JANET KEYES, PH.D. *Syracuse University*, 1984. 221pp.

Research done so far has tended to focus on separate, unrelated explanations of early reading development and has used many different operational measures for defining various aspects of reading. The main purpose of this study was to assess the relationships between some of these explanations of early reading development. First, prototypical operational definitions which had been frequently and consistently used in past research were identified. Using these definitions, the relationships between the various factors in reading development were assessed. The concepts of reading and reading processing strategies of 52 first graders taught by different instructional approaches were measured as was the teacher verbal feedback they received. Results were reported descriptively using percentages. There were relationships found between instructional approach and concepts of reading, between teacher verbal feedback and concepts of reading, and between reading concept type and reading processing strategy. When differences between high and low groups were considered, there were relationships found between instructional approach and reading processing strategy, between teacher verbal feedback and reading processing strategy, and between reading concept type and reading processing strategy. These findings were discussed in terms of a proposed model of factors important in developmental reading. An additional purpose of this study was to determine the extent to which different operational definitions confirmed or failed to confirm these relationships. Besides the prototypical definitions described above, other operational definitions were used to measure the same factors mentioned above. It was found that some of these alternative operational definitions confirmed the relationships found when using the prototypical definitions, some failed to confirm these relationships, and some gave ambiguous results. The issues raised by this study were the necessity for systematically studying the interactive nature of reading development, the need for further systematic assessment of the reliability of the various operational definitions which have been used in prior research, and the need for considering the validity of these operational definitions.

MAGNET SCHOOLS AND ACHIEVEMENT IN READING AND MATHEMATICS Order No. DA8424201

BLASIE, JAMES A., ED.D. *Columbia University Teachers College*, 1984. 94pp. Sponsor: Professor William P. Anderson

The magnet school concept grew out of the 1960's alternative school movement. Its rapid spread was result of both local and national desegregation movements. Court orders and the availability of special funding under the 1964 Emergency School Aid Act, Title IVC, led to the implementation of the magnet school concept.

By the end of the 1970's, the integration movement of the previous decade had been influenced by the change in the composition of the population in urban centers and by the decline in governmental support. Urban sociologists foresaw the beginning of the housing and business revitalization movement of the late 1970's. Educators supported a view that the key to this movement would be a city's educational system. They believed that the magnet school would be a pilot in guiding the reformation of the school system.

Studies done to examine the quality of education provided by magnet schools to achieve this end are limited. The data relating to the achievement of magnet students as versus non magnet students is inconclusive.

This study examined the achievement levels of one district's magnet school students as compared to students in the district's non magnet schools. The students were matched according to their third grade State achievement test scores. After completing three years in each program, their sixth grade State achievement test scores in reading and mathematics were analyzed. In reading, there was a significant difference in achievement in two of the three years reported. In mathematics, of the twelve subtests analyzed, only one reported a significant difference in achievement.

The final chapter identifies and discusses issues needing further research in order to clarify the influence of magnet schools on education and communities.

A PSYCHOLINGUISTIC ANALYSIS OF THE ORAL READING BEHAVIOR OF SELECTED URBAN STUDENTS: A FIVE-YEAR LONGITUDINAL DESCRIPTIVE STUDY Order No. DA8425841

BROWN, DOROTHY LLOYD, PH.D. *Georgia State University - College of Education*, 1984. 209pp.

Purpose. The purpose of this longitudinal descriptive study was to describe the growth and changes in the oral reading behavior and reading comprehension, language use, and standardized test performance of selected proficient readers as they moved through school from second to sixth grade.

Methods and Procedures. Selected proficient readers from a majority black, majority low socioeconomic level, urban, metropolitan school system were interviewed each spring for five years. The audio-taped yearly sessions included a rapport-setting interview and collection of an informal language sample, oral reading selections following the Reading Miscue Inventory format, and formal language assessment with the Sentence Repetition Task. The subjects also participated yearly in the system-wide standard reading achievement test program. The data obtained were processed with *SPSS* and *Lineplot* proceoures to produce frequencies, means, standard deviations, distributions, growth curves, and graphic representations of the changes.

Results. The 14 proficient readers in this study made fewer substitution and insertion miscues as they moved from second to sixth grade. They made almost no omission or reversal miscues during the entire length of the study. They demonstrated definite growth in language proficiency and used fewer nonstandard language structures in sixth grade. They made few to no function or reconstruction word omissions or errors during the investigation. The standardized test scores of these proficient readers varied greatly by subject from year to year. With two exceptions, they were always more than one standard deviation above the mean.

Conclusions. As a group, these proficient readers maintained their early academic head-start. They made increasingly fewer miscues on increasingly more difficult reading materials. Their retelling scores, an indication of reading comprehension, improved. They used increasingly more correct function and reconstruction words and fewer nonstandard language structures as they moved from second to sixth grade.

THE EFFECT OF COMPUTER-ASSISTED INSTRUCTION UPON READING ACHIEVEMENT WITH SELECTED FOURTH-GRADE CHILDREN

Order No. DA8427899

BRYD, VIRGINIA, ED.D. *The University of Nebraska - Lincoln*, 1984. 75pp. Adviser: Gordon Greene

The purpose of the study was to determine the effect of computer-assisted instruction upon reading achievement with selected fourth-grade students. The students in the study were given traditional reading instruction along with computer-assisted instruction. A comparison of this group with a group of students receiving only the traditional reading instruction was conducted.

A review of selected literature was conducted to gain background and supportive information to the development of the study.

One hundred thirty-two fourth-grade students comprised the experimental and control groups for the fifteen-week study. The *California Achievement Tests* were administered as the pre- and posttest measures to all subjects in the research.

Two-way analysis of variance (1 repeated measure) tests, the *t*-test, and the Pearson product-moment correlation coefficient were used to analyze the data.

No significant difference existed between the means of the experimental and the control groups on reading comprehension. However, students in the experimental group showed a significant gain between the administrations of the pretest and the posttest.

Based upon the findings of this study, the following conclusions were drawn. (1) From an educational viewpoint, the experimental group made a significant gain. (2) Matching the software to the objectives being taught in the traditional reading curriculum appears to be an effective educational practice.

Based upon the findings of this study, the following recommendations were made. (1) A study should be conducted assigning students randomly to the experimental control groups in one school with the same teacher conducting classes for both groups. (2) More than one computer should be placed in the classroom to allow more computer time for students in order to ascertain whether increased amount of time would affect achievement. (3) A study should be conducted in Chapter I reading programs. (4) Further research should be conducted due to the limited number of studies.

PRACTICE CENTERS: AN ACTIVITY-BASED SEATWORK PROGRAM FOR READING AND MATHEMATICS IN ELEMENTARY SCHOOL

Order No. DA8420994

BURKETT, CAROLYN MCKENZIE, ED.D. *The University of Florida*, 1984. 96pp. Chairman: Dr. William D. Hedges

The Practice Center research project was an activity-based seatwork program designed for use in an elementary school. The program was implemented to explore and improve seatwork activities for students working independently while the teacher was instructing small groups in reading or mathematics. Twenty teachers, 2 elementary schools, and 387 students were involved in the research. The researcher investigated improving achievement in reading or mathematics based on 4 sets of concepts: (a) Piaget's developmental stages of children, (b) an active learning environment as espoused by Dewey, (c) provision for differences in perceptual learning preferences, and (d) teaching practices related to student academic achievement. A pretest, posttest nonequivalent control group design was utilized to analyze the achievement score data gathered on students in grades one, two and four in the two elementary schools. Observational data were collected with the COKER observational instrument (1979) to record student-teacher behaviors. The data were collected on the treatment teachers and students during whole group instruction versus the Practice Center setting to compare the two methods concerning varied instructional materials, the amount of feedback to students, and evidence of accommodation of identified learner needs. The achievement data failed to support a significant effect on achievement gains in first and second grade reading and fourth grade mathematics with the use of the Practice Center treatment. The Practice Center Program did produce gains comparable to the control group in reading and mathematics. The observational data showed the use of more varied materials and more feedback to students in the Practice Center setting than during whole group instruction. The data on the evaluative question of accommodating identified learner needs was not significantly higher in the Practice Center setting. Guidelines for classroom practice, project planning, and teacher inservice are presented as well as implications for further research.

AN OBSERVATIONAL STUDY OF READING COMPREHENSION INSTRUCTION IN INTERMEDIATE GRADE CLASSROOMS

Order No. DA8425035

DAY, MARY DARLENE, ED.D. *East Texas State University*, 1984. 125pp. Adviser: Mary L. Jernigan

Purpose of the Study. The purpose of this study was to determine the percentage of time devoted to the teaching of comprehension in reading classes of the intermediate grades in selected elementary schools. An additional purpose was to identify and record the categories of instruction employed by reading teachers.

Procedure. Observations of eighteen reading teachers in grades three, four, and five during reading classes were conducted for an approximate total of sixty hours. Data obtained in these observations included timing of each teaching behavior, a descriptive narrative of that behavior, the audience to which it was addressed, the source of teaching materials, and a coding of each teaching behavior into either one of the nine specific categories of comprehension instruction or one of the six general categories of instruction. Results were reported in real time and in percentages of time.

Findings. An analysis of the data revealed that the following percentages of teaching time were devoted to reading comprehension instruction: 40.3 percent at grade three, 54 percent at grade four, and 62.4 percent at grade five. Of the total teaching time observed in reading classes, 50 percent was devoted to reading comprehension instruction. All specific comprehension categories of instruction were employed at some time during the observations but not every teacher employed all of the comprehension categories. Teachers primarily employed the comprehension categories of assessment, application, and preparation. Of the six general categories of instruction, the greatest percentages of teaching time were spent in transitional and non-instructional activities.

Conclusions. From the findings in this study, these conclusions were drawn: reading comprehension is taught primarily through assessment of comprehension and through preparation for comprehension; direct instruction of comprehension skills seldom occurs; and teachers fail to provide appropriate instructional feedback. Teachers, however, are attempting to teach reading comprehension 50 percent of the instructional time during reading classes. Nearly 25 percent of the instructional time is spent in transitional and non-instructional activities.

AN ANALYSIS OF THE APPROPRIATENESS AND AMOUNT OF DECODING PRACTICE PROVIDED FIRST-GRADE CHILDREN IN THE READERS OF FIVE COMMERCIAL BASAL READING PROGRAMS

Order No. DA8427779

GOTTFREDSON, CONRAD ARTHUR, PH.D. *Brigham Young University*, 1984. 149pp. Chairman: Grant Von Harrison

Today, more than 90 percent of the primary grade teachers in America use commercial basal reading programs to teach reading. Basal reading programs have been evaluated against many standards during the past decade. For the most part, standards have centered on content issues (i.e., sexism, racism, moralism). However, they have not attended to the phonetic structure and practice inherently provided in the readers children read. Even though a basal series may provide guidance to teachers for teaching children to read phonetically, children may be receiving limited or inappropriate phonetic decoding practice in the stories they read. If so, this lack of appropriate decoding practice could be denying children the opportunity to develop proficient decoding skills.

A text analysis procedure was developed utilizing a microcomputer. Five basal series were examined (Houghton Mifflin, Harcourt Brace Jovanovich, Economy, Ginn, and Holt). The data obtained from the analysis substantiated the concerns listed above.

AN EXTENSION OF HABECKER'S STUDY OF READING QUESTIONS IN SELECTED BASAL READERS

Order No. DA8425040

GRANATH, GREGORY KEITH, PH.D. *East Texas State University*, 1984. 138pp. Adviser: Mary L. Jernigan

Purpose of the Study. The purpose of this study is to extend a study completed by Habecker (1976) that focused on patterns of questions in teachers manuals of selected basal readers. Comparisons were made between the patterns in reference to grade levels, time periods, and basal reader companies.

Procedure. Lesson plans from American Book, Ginn, Houghton Mifflin, and Scott Foresman were chosen. Also, Macmillan basal lesson plans were selected from this series.

Three lesson plans from each manual, on the second, fourth, and sixth grade level, were chosen arbitrarily. The investigator then selected questions supplied for the teacher to ask students during reading lessons. Appropriate questions were considered to be direct or indirect questions or problems that required a single specific response from the student.

Three judges rated the chosen questions using classification guidelines based on the six levels of Bloom's Taxonomy: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. The classified questions were separated into percentages of the total number of questions on each grade level.

The data obtained were analyzed in three manners. First, question patterns were compared between the four basal series studied. Second, question patterns were compared between the second, fourth, and sixth grade levels studied. In addition, question patterns from the Macmillan series, not included in the 1976 study, were compared to reading question patterns found in the four basal series covered in the 1976 and present studies.

Findings. There were wide differences in observed reading questions. There was no apparent plan for a specific distribution of questions.

Although Knowledge and Comprehension questions still constitute a majority of questions in most series, their frequency has declined in relation to earlier periods. Application questions had a dramatic increase from the first two periods. There has not been a general increase in the three upper-level classes of questions: Analysis, Synthesis, and Evaluation.

Conclusions. Results of this study indicated that lower-level questions have decreased in basal series, but there has been no general increase in upper-level questions. Furthermore, no basal series had a clear plan for an appropriate distribution of questions.

A COMPARISON OF THE EFFECTS OF SUSTAINED SILENT READING WITH AND WITHOUT STIMULANT EXPERIENCES ON ATTITUDES TOWARD READING AND READING ACHIEVEMENT OF FOURTH- AND FIFTH-GRADE STUDENTS

Order No. DA8425041

GREEN, HELEN RUTH HYDE, PH.D. *East Texas State University*, 1984. 163pp. Adviser: LaVerne Rorie

Purpose of the Study. This study was initiated to examine the effects of regular sessions of Sustained Silent Reading (SSR) with and without stimulant experiences, in addition to regular reading instruction, on attitudes toward reading and reading achievement when compared with attitudes and achievement of students who received regular reading instruction with no SSR.

Procedure. The subjects for the twenty-four-week study were sixty fourth- and seventy-three fifth-grade students in three classes at each level in a 625-student school. At each level, Group I was involved in four twenty-minute SSR sessions with stimulant experiences each week, Group II in four twenty-minute SSR sessions without stimulant experiences, and Group III in no SSR. Each group was pretested and posttested with the *Estes Attitude Scale* and the *Reading Comprehension Test* of the *Metropolitan Achievement Tests*.

The data were analyzed using analysis of covariance with the .05 level established to determine significance of differences among experimental and control groups. Pretest scores on reading attitudes and achievement were used as covariates to adjust for initial differences among the groups.

Findings: As measured by the Estes Attitude Scale and the Metropolitan *Reading Comprehension Test*, no significant differences were revealed among fourth- or fifth-grade students in attitudes toward reading or reading achievement irrespective of their involvement in SSR.

Conclusions. Sustained Silent Reading with or without stimulant experiences is as effective at improving attitudes toward reading and reading achievement of fourth- and fifth-grade students when used with a regular reading program as is a regular reading program with no SSR. Observations of teachers indicated that SSR seemed to produce these positive results: (1) The SSR sessions were enjoyable for students and teachers. (2) Students read more than they would have read without the SSR sessions. (3) Because of the stimulant experiences, students selected materials that otherwise would have been neglected. (4) Teachers became aware of the kinds of materials students preferred to read.

IMAGERY AND QUESTION STRATEGIES IN TEXT LEARNING

Order No. DA8415466

HERRINGTON, SCOTT SLATER, PH.D. *Arizona State University*, 1984. 83pp.

Mental imagery has received considerable research attention as a learning aid for the recall of text. However, the effectiveness of imagery as contrasted with other adjunct instructional techniques has not been well researched. The purpose of this study was to compare the effects of imagery to those of a text-only treatment, inserted written questions, and massed oral questions.

The sample consisted of 316 sixth-grade subjects. Subjects were blocked into high and low reading groups on the basis of standardized reading scores, then randomly assigned within each block to one of four treatments: mental imagery, inserted questions, oral questions, or text alone. Post hoc analyses led to the inclusion of subject gender as a factor in the study.

The materials consisted of four treatment-based versions of a 1200-word passage about future energy sources. Subjects worked through the materials, then the following day completed a 20-item constructed-response test and a brief questionnaire. Performance data were analyzed using a 4 (learning strategy) x 2 (reading level) x 2 (sex) univariate analysis of variance. Learning time and data from the post-instruction questionnaire were also analyzed.

The two question treatments were significantly more effective than the imagery and text-only conditions. Mean scores on the 20-item test were 11.70 for the oral-question group, 10.99 for inserted questions, 7.66 for imagery, and 6.42 for the text-only group. The question conditions took longer to complete, but remained significantly more effective when learning time was controlled statistically. As expected, high readers outperformed low readers. Frequency of imagery use, as determined by self-report data, was not related to posttest scores.

Questionnaire data revealed that subjects accurately judged the effectiveness of their treatments. Subjects in question groups rated their treatments as easier and more helpful and rated the posttest as easier. Ratings did not differ on items dealing with interest, effort, and reading difficulty.

The results clearly favor the use of questions over imagery in efforts to improve classroom recall of textual material. Considerations related to cost, learning time, and convenience are important in selecting a question strategy.

ARENTAL INVOLVEMENT IN THE READING READINESS ND READING PERFORMANCE OF KINDERGARTEN HILDREN: A FIELD STUDY

Order No. DA8422091

ETT, ELAINE BECKER, ED.D. *University of Illinois at Urbana-hampaign*, 1984. 287pp.

This study was designed to present a reading readiness and eading program to kindergarten children through the use of parental nvolvement. In all the parent-oriented programs studied, parental nvolvement significantly improved the reading achievement of the child. The studies have shown that children can learn to read at an arly age, that the formal approach to reading instruction can succeed at the kindergarten level, and that parental involvement can improve children's school performance. In the available literature, no study has found that parental involvement produces a negative effect on a child's reading achievement. The purpose of this study was to assess the efficacy of a program in which teacher-initiated prescriptive prereading and reading skills could be taught in the kindergarten classroom and then practiced at home with parental help.

In terms of pupil achievement as it related to the various levels of parental involvement, it was felt that the orientation-training sessions for parents which culminated in the home learning kits were most valuable. Through the orientation-training sessions, parents became aware of their child's individual needs and rate of progress. They learned to provide challenges for the children to a degree through the home learning kits, and also evaluate their success.

Even though follow-up studies were not conducted in this case study, it might be assumed that parents involved in this study continued to help their child at home (i.e., parents might continue to be involved as a result of this study). Questionnaire replies indicated that teaching/learning at home was enjoyable both for the parent and child.

THE EFFECTS OF INTENSIVE INTERVENTION ON VOCABULARY DEVELOPMENT OF SEVENTH GRADE STUDENTS IN READING

JOHNSON, FRANCES LANIER, ED.D. *University of Southern California*, 1984. Chairman: Professor Grayce A. Ransom

Purpose. The purpose was to measure the effects of intensive intervention on vocabulary development in reading using the five-step Johnson Vocabulary Development Model and researcher-developed teaching materials as well as researcher-developed criterion-referenced testing instruments.

Procedures. The study used an experimental research design whereby experimental participants were matched with control participants. Participants were seventh grade students in a unified school district in Southern California. Students in the experimental group were selected on the basis of enrollment in a seventh grade reading class in adherence to district policies. Students in the control group were those who, for various reasons established by district policy, were not enrolled in a seventh grade reading class. Intensive intervention in vocabulary development was given to students in the experimental group. Control group participants received no intensive intervention. The Iowa Tests of Basic Skills subtests "Vocabulary" and "Reading Comprehension" served as the pretest/posttest instrument. The research-developed criterion-referenced pretest/posttest was used with the experimental group to assess effectiveness of vocabulary development model and teaching materials.

Findings. Pretest/posttest comparisons revealed the experimental group to have higher raw scores for ITBS "Vocabulary" and "Reading Comprehension" subtests than the control group. However, significance at the previously established .05 level was not achieved by the findings of .151 for vocabulary development. No significant differences were found to exist between the groups with regard to reading comprehension. No significant differences between the sexes were found to exist with regard to the number of words learned by each sex. A correlation of .72 was found to exist between the researcher-developed pretest/posttest and the ITBS "Vocabulary" subtest. A correlation of .67 was found to exist between the researcher-developed pretest/posttest and the ITBS "Reading Comprehension" subtest.

Conclusions. The intensive intervention in vocabulary development produced slightly better results than was found to exist in the control group but not significantly so.

Recommendations. It is recommended that some systematic method to enhance vocabulary development be used in the classroom.

(Copies available exclusively from Micrographics Department, Doheny Library, USC, Los Angeles, CA 90089.)

THE EFFECTS OF VARIOUS MODES OF EYE MOVEMENT CALISTHENICS ON SIXTH GRADE STUDENTS' READING RATES, READING COMPREHENSION AND ATTITUDES TOWARDS READING

Order No. DA8427548

JOLDERSMA, JOHN EDWARD, PH.D. *University of Georgia*, 1984. 275pp. Director: Bob W. Jerrolds

The purpose of this study was to investigate the effects of three methods of eye movement calisthenics on the reading rates, comprehension, achievement, attitudes towards reading and attitudes towards the various treatments of sixth grade students. The methods of training were machine pacing, timed readings and phrase readings. The effects of these methods, and the three methods in combination, on the experimental groups were compared to the results achieved by a control group trained with a comprehension emphasis.

The sample consisted of 99 sixth grade students in a northeast Georgia public school.

All subjects were pretested with the *Teale and Lewis Reading Attitude Scale*, the *American School Achievement Test* and the first lesson of the 20 lesson *Optimum Reading Achievement* (level 1) series.

Training in reading improvement was implemented immediately after the pretest data were collected. Training took place twice a week for appromimately 45 minutes each time from January 23, 1984 to March 1, 1984. Approximately 9 hours were spent in training. The groups differed only in the method of practice used during rereadings of each of the 18 lessons used for training.

The last of the 20 lessons served as a posttest of reading rate and comprehension. Immediately following the last lesson, the *Teale and Lewis Reading Attitude Scale* and the *American School Achievement Test* were administered to all groups. Finally, the *Listed Thought Procedure* was administered to each group.

A three-step statistical procedure was used to evaluate the effects of treatment. These steps included; (1) an overall multiple analysis of variance, (2) pairwise multiple analysis of variance and (3) univariate analysis.

The results indicated that all four treatment groups were significantly faster in reading rate than the control group. There were no significant group differences in attitude towards reading or achievement. However, the machine pacing group and the mixed treatment group were significantly lower in comprehension than the control group. The timed reading group was significantly lower in reading rate than the machine pacing group. Thus, the phrase reading method offered the best combination of increased reading rate while maintaining comprehension. The phrase reading method was also rated by the subjects as the best-liked method of training.

FAILURE IN BEGINNING READING: PROBLEMS IN MASTERING A COMPLEX COGNITIVE TASK

Order No. DA8423077

KILIAN, LAWRENCE JOHN, PH.D. *City University of New York*, 1984. 199pp. Adviser: Professor Shirley Feldmann

Children's problems in mastering beginning reading skills were studied by examining the correlates of the performance of second and third grade average and poor readers on a list of words commonly found in basal readers in grades one through four. The approach taken was to use characteristics of persons (such as, their phonemic segmentation skill) to predict their performance reading the word list and to use the characteristics of words such as, the complexity of their letter-sound correspondences to predict the number of errors made on each word.

The results suggest, as hypothesized, that the complexity of letter-sound correspondences within words is a critical factor in beginning reading failure. Students who had not mastered the complex letter-sound correspondence system were less likely to read words correctly than students who had mastered the correspondences. Also, words which are more complex in terms of the number and difficulty of their letter-sound correspondences were less likely to be read correctly than words with few and simple correspondences.

Grade level also emerged as an important variable. As hypothesized, the categorization of the words according to the grade level at which they are typically included in basal readers was a powerful predictor of reading errors on individual words and the grade level of the subjects was also a good predictor of subjects' success on the word list. Third-grade subjects read 85 percent of the words correctly, while second-grade subjects read only 58 percent correctly. This suggests that instruction may play a role in beginning reading failure.

Other variables were not found to be related to beginning reading failure. As hypothesized, phonemic segmentation skill was not related to performance on the word list. Contrary to what was hypothesized, however, vocabulary knowledge, and intellectual ability, as represented by a score on the Cognitive Abilities Test, were not related to the subjects' performance on the word list.

Taken together, the analyses of both person and task characteristics suggest that failure in beginning reading results from the increasing complexity of letter-sound correspondences in words and students' problems mastering that complexity through instruction.

THE EFFECTS OF ORAL REPEATED READING ON SECOND GRADE STUDENTS' ORAL READING ACCURACY, RATE, AND COMPREHENSION

Order No. DA8500395

KOCH, KATHRYN ANN, PH.D. *Purdue University*, 1984. 143pp. Major Professor: Pose Lamb

The study was designed to investigate the effects of repeated reading on word recognition accuracy, reading rate, contextual acceptability of errors, oral reading phrasing, text explicit comprehension, and text implicit comprehension. Additional purposes were to explore the effect of different numbers of repetitions of repeated reading and the effects of repeated reading on reading attitude.

A simple posttest-only control group design was employed. Forty-eight second grade students who averaged 95% word recognition or below on two, third grade passages were randomly assigned to one of three experimental groups (two repetitions, four repetitions, or six repetitions) or to the control group.

All subjects met individually with the researcher when reading eight practice passages and three test passages. Practice passages were read two, four, or six times and test passages were read one time. No comprehension instruction took place. Subjects were informed of the number of errors they made and the time it took to read each passage. The *Survey of School Attitudes* was administered.

A MANCOVA, with the average number of words and average reading rate from the selection test passages serving as covariates, was performed for six dependent variables (word recognition accuracy, oral reading rate, contextual acceptability of errors, phrasing, text explicit comprehension, and text implicit comprehension) on each of the three test passages. Scores from the *Survey of School Attitudes* were analyzed by means of a one-way ANOVA.

The three MANCOVAs performed on the test passages were significant. Repeated reading significantly affected the number of words read correctly, reading rate, added pauses, and contextually unacceptable errors, as measured by each test. The number of unmarked pauses was significant on the first immediate test. Significant post hoc analyses indicate that when averaged, the three experimental groups read more words correctly than the control group, the two-repetition group read significantly faster than the control and six-repetition groups, the six-repetition group acknowledged significantly more unmarked pauses on the first immediate test than the average of the control and two-repetition groups, and the experimental groups added significantly more inappropriate pauses than the control group. There were no differences among groups for reading attitude.

EVALUATING THE IMPLEMENTATION OF A READING PROGRAM

MacNamara, David Lee, Ed D. *University of Toronto (Canada)*, 1984. Chairperson: Dr. John Holland

The study examined the implementation of an informal reading program by the Primary Division in one school. During the past decade some questions have been raised about the conceptualization and the process of implementing informal programs. Empirical studies of informal programs have emphasized the need for further research to examine and analyze in detail the attempts schools have made in implementation.

The study set out to describe implementation in one school using an ethnographic-qualitative methodology. The methodology incorporated observation in the classrooms, and the use of a questionnaire and focussed interviews with the teachers, administrators and consultants. In the focussed interview an instrument developed by Hall and Loucks ("The Level of Use of the Innovation"; 1975) was employed as a means for determining the teachers' use of an informal reading program. Data from interviews, and observations, were analyzed using an implementation model proposed by Fullan (Factors Related to (In)Effective Implementation; 1978).

The study used six focal questions to guide the analysis. Five of the questions were concerned with the implementation process and the sixth with the efficacy of Fullan's model. The conclusions of the study were that: (1) teachers were at different stages of development in terms of their knowledge, values and skills for implementing an informal reading program. (2) teachers experienced a wide range of feelings about the process of implementing an informal reading program. (3) the perceptions of teachers, administrators and consultants varied depending on the value that they had for the program and on their involvement in it. (4) a person viewed as a change agent was needed to provide continuity and leadership. (5) the change agent needed to be a knowledgeable, skilled person with a positive attitude toward informal reading programs. (6) Fullan's model was seen as an effective instrument to guide the implementation and assess the process at given stages.

The recommendations of the study were that Fullan's model by expanded with point-scale protocols defining teacher behaviours; that principals and teachers be provided with intensive in-service in the use of the model; that the principal and the consultant be actively involved in the implementation process; that the consultant should interpret to teachers the problems of implementation revealed by the use of the model; that the focussed interview technique be used as an instrument for gathering data about implementation; and that long term ethnographic studies be initiated in which Fullan's model is used for guiding the implementation.

PREDICTION: AN AID TO COMPREHENSION

Order No. DA8427679

McElroy, Billie Brundage, Ed.D. *Oklahoma State University*, 1984. 96pp.

Scope of Study. The purpose of this study was to investigate the effectiveness of teaching prediction strategies versus traditional methods of reading instruction to sixth grade middle school students. This study hypothesizes that there will be no significant differences between the total reading, comprehension and vocabulary scores of middle students using prediction strategies and those using traditional instruction. The subjects who were one hundred sixty students who were between eleven and twelve years of age, representing Caucasian, Black, Spanish, Indian and Vietnamese ethnic groups, were drawn from four middle schools in the Oklahoma City School District. Using a post-test only design the data was collected from the control group and treatment group using post test scores on the California Achievement Test, level 16. One-way analysis of variance was used to analyze the data.

Findings and Conclusions. Results of the study found no significant differences between the control group and the treatment group, therefore all hypotheses were not rejected.

Two determining factors may have influenced the study. One, prediction strategies were taught for a short period of time in the curriculum. A longer period of time may have made a difference and two, the fact that both groups were instructed in the same room may have created the Hawthorne effect.

EVIDENCE OF EMERGENT READING BEHAVIORS IN YOUNG CHILDREN'S INTERACTIONS WITH FAVORITE STORYBOOKS

Order No. DA8423285

Otto, Beverly White, Ph.D. *Northwestern University*, 1984. 196pp.

The purpose of this study was to examine children's emergent reading behaviors during contrasting assisted and independent storybook interactions with conventional reading. Using a Vygotskiian perspective, children's emergent reading behaviors were analyzed in terms of the zone of proximal development and the transition from interpsychological to intrapsychological functioning.

The subjects were children between 2½ and 5 years old, enrolled in a day care center. Twenty-four children were interviewed in one study and seventeen in a second, two months later. For each study, six storybooks were introduced and used in the classroom over a period of two weeks, following which each child's storybook interactions with a familiar adult examiner were audiotaped and videotaped.

Analysis of the assisted storybook interactions indicated the children's responses appeared to fall into five categories: non-verbal response, conversational response, echo-like response, semantically equivalent response, and verbatim-like response. Independent storybook interactions were analyzed by Sulzby's Emergent Reading Ability Judgments Scale for Favorite Storybooks. Some of the behaviors found in the assisted interactions resembled those found in independent interactions. Zones of proximal development were described by comparing combinations of assisted and independent interactions for individual children. In nearly all assisted-independent combinations, children's responses gave evidence of higher levels of emergent reading ability when receiving assistance than when interacting independently.

The study provided evidence for a gradual transition from interpsychological functioning to intrapsychological functioning when interacting with a storybook. Children's responses during assisted and independent storybook interactions did not appear to occur randomly, but were based in the children's developing knowledges about written language and reading. Zones of proximal development indicated knowledges which were in the process of development but were not yet operating at an independent level. Implications for future research in the area of storybook interactions are discussed.

A COMPARISON OF VIDEO FORMAT MICROCOMPUTER PRACTICE, MICROCOMPUTER DRILL AND PRACTICE, AND WORKBOOK ACTIVITIES ON LEARNING AND RETENTION OF A READING SKILL

Order No. DA8504632

PRINCE, AMBER TIPTON, PH.D. *University of Georgia*, 1984. 148pp. Director: George E. Mason

The purpose of this study was to investigate the effectiveness of three different types of practice on the learning and retention of a reading skill, i.e., synonym knowledge. Subjects were 60 fifth-grade students who were rank-ordered and randomly assigned to one of the following three treatment groups based on their scores from a synonym pretest: Group A = video format microcomputer practice, Group B = microcomputer drill and practice, and Group C = workbook activities.

Video format microcomputer practice was delivered via three programs created from a commercially available utility program. The utility program allowed the insertion of the same synonyms used by the other two groups into a game format and incorporated motivational features such as increasing levels of difficulty, rapid pace, and visual and auditory feedback. Microcomputer drill and practice was delivered via three programs created with another commercially available utility program. These programs presented the same practice synonyms in a multiple choice format with four options. Workbook activities were patterned after the synonym activities found in the basal workbook normally used by subjects and after synonym activities in commercial workbooks recommended for use at the fifth grade level.

All subjects practiced the same 34 synonym pairs on three successive days for 12 minutes each for a total of 36 minutes of practice. Subjects were administered a synonym posttest on the following day and again seven days later.

Data from these posttests were analyzed by one-way analyses of variance. The results indicated no significant differences among the three treatment groups for either learning or retention of synonym knowledge.

A CONTENT ANALYSIS OF REALISM IN ELEMENTARY SCHOOL BASAL READING TEXTBOOKS

Order No. DA8424850

REYHNER, JON ALLAN, ED.D. *Montana State University*, 1984. 171pp.

The research method of content analysis was used to determine the amount of realism in stories in eight basal reading series published between 1978 and 1983. Realism was defined as six categories of story content that psychologists over the past forty years have felt should appear more frequently in basal reading stories. The six categories were age spectrum (non-elementary and young adult characters), conflict, aggression, life situations (birth, death, etc.), negative emotions, and intellectual activities. One fourth of the stories (203) in the primers and first, third and fifth readers was randomly sampled.

Aggression and conflict were the least common categories of realism. At the third and fifth grade, negative feeling was the most common realism category, and at the first grade, intellectual activity was most common. Six research hypotheses were formulated and tested at the .05 level of confidence using Student's t-test. Stories in frequently state adopted reading series were found to have the same level of realism as stories in less frequently adopted series. Stories with female major characters were found to have the same level of realism as stories without female major characters. Stories with minority group major characters (Blacks, Hispanics, Native Americans, or Asians) were found to have a higher level of realism than stories without minority group major characters. Everyday stories with non-middle-class urban settings were found to have the same level of realism as everyday stories with middle-class suburban settings. Stories with anthropmorphic characters were found to have a lower level of realism than stories without anthropomorhic characters. Fairy stories were found to have the same level of realism as non-fairy stories.

Only one story in the sample was set in the future, only one was set in Africa (with White major characters), and only one mentioned divorce. No stories mentioned pregnancy. No stories emphasized conflict between parents, and only one emphasized sibling rivalry. Most stories set in foreign lands were myths or legends. Traditional fairy stories with wicked witches have been replaced by stuffed animal stories that lack realism.

The investigator concluded that the basal reading series sampled do not provide children living in our modern society an adequate core of children's literature.

READING COMPREHENSION: A CLASSROOM APPLICATION OF THE GENERATIVE MODEL

Order No. DA8425290

RICHARDS, GRANT LUND, ED.D. *Brigham Young University*, 1984. 97pp. Chairman: Paul F. Cook

A study was conducted to examine the reading comprehension scores of ten sixth-grade students in a classroom setting who were trained to use generative activities. A small-N research approach with an A-B-A-B design was utilized. Following baseline sessions subjects were trained, using a cognitive modeling procedure, to generate:
(1) a summary statement about each reading passage and
(2) connections (relations or associations) that could be made between each passage and each subject's previous knowledge and experience.

Results showed that comprehension scores for seven of the ten subjects were clearly improved by the use of generative activities with the A-B-A-B design providing evidence of a cause-effect relationship. The results also showed that a short experience with generative activities will probably not produce permanent improvement. These data support Wittrock's model of generative learning and indicate it may have practical utility in the classroom.

AN INVESTIGATION OF LITERACY RELATED EXPERIENCES OF PREKINDERGARTEN CHILDREN WHO DEMONSTRATE KNOWLEDGE OF PRINT AND BOOKS

Order No. DA8424258

RUIZ-GOMEZ, DAISY, ED.D. *Columbia University Teachers College*, 1984. 183pp. Sponsor: Dorothy Strickland

A study was conducted to explore the effect of the home and school environment on young children's language and literacy development. Sixty-five preschool children from low socioeconomic settings were administered the Preschoolers' Book Handling Knowledge Instrument. The five children who obtained the highest scores were chosen as subjects for the study. Case studies of the subjects were conducted to acquire information on home and school literacy-related experiences which had enhanced their prereading proficiency.

There were four research questions for the purpose of the study:
(1) What language experiances are present in the homes of children

who demonstrate knowledge about books and print? (2) How and through what means do parents of precocious prereaders or other family members encourage language and literacy experiences? (3) What are the perceptions about and attitudes toward reading of children who are learning to read without formal instruction? (4) What additional experiences and behavior supportive of language and literacy development characterize proficient prereaders and their home and school environment? Data were gathered through observations and interviews with the parents, teachers, and the five subjects and classified within five categories: writing-related events, reading-related activities, verbal interaction, children's perceptions about and attitudes toward written language, and additional experiences supportive of language and literacy development.

Findings revealed that all language processes were prominently present in the homes of proficient prereaders and were enhanced by environmental factors, such as availability of reading and writing materials, parents' responsiveness to children's questions and requests, the use of reading and writing in functional situations, modeling, and reading aloud. Structure and an emotionally nourishing atmosphere were two complementary patterns supportive of language and literacy development observed in the environments of proficient prereaders. The subjects demonstrated a positive attitude toward reading. They were described as curious, alert, self-disciplined, hard workers, perfectionists, and leaders.

The study presents evidence that precocious prereaders are also competent in other language manifestations, and that the home environment plays an important role in their successful language and literacy development. Findings suggest several implications for parents and educators interested in providing stimulating settings for young children's whole language learning.

EFFECTS OF READING-STUDY STRATEGIES ON READING COMPREHENSION AND ATTITUDE TOWARD SCIENCE

Order No. DA8426610

SLADE, INA GARRETT, ED.D. *Auburn University*, 1984. 221pp. Director: Jone P. Wright

In response to students' deficiencies in processing content area texts, reading experts have recommended reading-study strategies. Although many authors of textbooks for elementary teachers have recommended the SQ3R reading-study strategy, research findings do not support the SQ3R method as being consistently superior to other strategies. Thus, the purposes of this study were: (1) to compare the efficacy of a teacher-directed reading-study strategy instruction upon reading comprehension of science textual material and (2) to determine if the reading-study strategies were differentially effective for male and female, black and white students on measures of reading comprehension, science achievement, and student attitude toward science.

The sample for the study was comprised of 401 sixth-grade students. Instruments included the immediate science content test, the delayed science content test, the *California Achievement Test* (CAT) *Reading Vocabulary* and *Reading Comprehension* subtests, and the Science Student Attitude Survey.

Multivariate and univariate analyses of variance using the Wilks' lambda test of significance at the $p < .05$ level were used to analyze the data. The multivariate F ratio for treatment condition main effects was significant. Univariate analysis of the main effects for treatment indicated that: (1) students in the teacher-directed reading-study strategy group had more positive attitudes toward science than did students in the independent reading-study strategy group, and (2) control group students had more positive attitudes toward science than did students in the independent reading-study strategy group. However, differences among the three study groups on measures of content achievement were not found to be statistically significant.

Results of this study suggested that, in light of the negative effect of the independent reading-study strategy upon students' attitudes toward science, care should be exercised in the recommendation and selection of a reading-study strategy for use with elementary school students. Other conclusions and recommendations for future research were presented.

EFFECTS OF SCHEMA-BUILDING VOCABULARY INSTRUCTION ON WORD-MEANING KNOWLEDGE AND READING COMPREHENSION

Order No. DA8424658

STRACKBEIN, DEANNA LEE, PH.D. *Arizona State University*, 1984. 163pp.

This study examined the differential effects of two methods of schema-building word meaning instruction on the acquisition of target word meanings and on literal and inferential comprehension questions of text in which the target words occurred.

The 71 fifth-grade subjects, designated as *able* or *less able*, were randomly assigned to three treatment conditions: (a) the Teacher-Interaction treatment, (b) the Dictionary-Context treatment, and (c) the Incidental-Reading (control) condition. The two instructional treatments were designed to facilitate a schematic connections between students' prior knowledge and the target words. Children in all three groups read the 30 target words in the context of a junior novel.

Four teachers presented the treatments in rotation. Achievement in word meaning was assessed with a 20-item multiple-choice word-meaning test and a 15-item sentence-anomaly test. Achievement in comprehension was assessed with 10 literal comprehension questions and 10 inferential comprehension questions.

Two analyses were performed using the data from the four assessments. In Analysis 1 a repeated-measures ANOVA was used to compare proportions of corrent responses for all achievement measures. In Analysis 2 a repeated-measures ANOVA was used to compare the number of correct responses to literal and inferential comprehension questions.

The analyses revealed significant treatment effects for both instructional treatments [$F(2, 65) = 9.83, p = .0001$]. The first analysis revealed a highly significant difference in word meaning and comprehension for able students' achievement [$F(1, 92) = 11.40, p = .0011$] but no significant difference for the less able students. In the second analysis there was a significant interaction between treatment and question type [$F(2, 65) = 5.85, p = .005$], which was accounted for by the performance of students in each treatment group on the test of literal comprehension [$F(2, 68) = 4.41, p = .0158$].

THE INTERRELATIONSHIP OF ART AND READING EDUCATION

Order No. DA8425673

SRUBEK, SUSAN LYNN DONAHOE, PH.D. *The University of New Mexico*, 1984. 214pp.

Results of national assessments indicated that higher levels of learning in art and reading were needed. Research on combined art and reading programs indicated the possibility of a unique interrelationship in which art and reading education could be enhanced reciprocally. The focus of this study was on the interrelationship of art and reading so that subsequent theory, research, and practice could be developed systematically. Existing combined programs did not contain a consistent educational viewpoint about interrelated activities and learning in art and reading.

The specific purpose of the study was to develop a consistent viewpoint for the interrelationship of art and reading education. The result was pluralistic in that it emphasized each learner as having a unique set of learning characteristics usually expressed by dichotomies in the literature. Dichotomies about learner characteristics were used as a means of broadening perspectives and creating alternatives for students which did not exist previously in art and reading education.

Theories and research dealing with learning dichotomies were examined and formed the basis of the viewpoint developed. A review of brain hemisphere theory and research revealed potentials for interhemispheric collaboration, hemispheric compensation, and full

brain activity for effective learning. Theories and research in art and reading education, signified the need for an educational viewpoint that would accommodate all poles and positions on continua between dichotomous poles in an interrelated art and reading program.

Philosophies and theories about the unique nature of the art process and learning were examined and considered in relation to reading processes and learning and were charted. From this process, and the resulting charts, a general description of the responsibilities and activities of the student and teacher were outlined consistent with the nature of art and reading processes and the goals of an interrelated art and reading education program.

The pluralistic viewpoint was expressed in terms of a series of consistent guidelines to be used to structure systematic research, curriculum development, and methods for an interrelated art and reading education program. The combination of these guidelines together in a pluralistic viewpoint was a unique result of this study.

Two one-hour interviews with the classroom teacher were conducted. The purpose of the interviews with the teacher was to obtain information about the teacher's expressed views of roles and responsibilities and of the children, materials, and support personnel in relation to reading instruction. The NSIES was also administered to the teacher within this time frame.

Two forty-minute interviews were conducted with each of the twenty-four students and each of the nine support persons to obtain their expressed views of roles and responsibilities and of each other, the teacher, and materials used in teaching reading.

The most important finding of the study was that the teacher, the support persons, and the students differed in their (a) expressed views of roles, responsibilities, and self concepts, (b) attitude toward small group activity and (c) ratings of classroom characteristics associated with regular vs. exceptional and internally vs. externally oriented students. The major contribution of the study is that the obtained data provides detailed descriptions of the dynamics of the social context which offer implications for improving teaching/learning reading within the integrated class.

TEACHING VERY YOUNG CHILDREN TO READ AND SPELL WITH COMBINED ROTE AND PHONETIC STRATEGIES: ANALYSIS OF FACTORS AND CONDITIONS CONTRIBUTING TO SUCCESS

Order No. DA8428091

TANG, TERRY T., ED.D. *Brigham Young University*, 1984. 86pp. Chairman: Harvey B. Black

Children of ages 27 to 37 months were individually instructed by trained assistants and parents for a period of twenty weeks using structural but personalized word recognition and phonetic spelling approach. Relationships among instructional and environmental factors and decoding, spelling and word recognition factors were analyzed. The results confirmed the hypothesis that very young children taught by non-professional parents are capable of acquiring decoding skills, given sufficient time on task. Decoding and spelling were significantly related to time spent on phonic instruction while word recognition related only to total instructional time. Implications for early home, nursery and pre-school literacy instruction were reviewed including its feasibility, effective procedures, and cost and benefits.

MAINSTREAMING WITHIN THE CONTEXT OF READING INSTRUCTION

Order No. DA8415585

TOMLINSON, LOUISE M., PH.D. *The University of Wisconsin - Madison*, 1984. 339pp. Supervisor: Professor Wayne Otto

The purpose of this study was to examine and describe the meanings which participants in the social context of mainstreaming attach to their participation in the teaching and learning of reading, by whom and to what extent these meanings are shared and the degree to which personal behaviors support personally expressed beliefs or contradict them. The study was conducted in a school located in a small Midwestern city. The participants were one regular teacher of reading, twenty-four sixth and seventh graders, including seven mainstreamed students who were diagnosed as having exceptional educational needs, and nine support persons. Daily observations, interviews, audiotaping, behavior frequency recordings, notetaking, and administration of the *Nowicki-Strickland Internal-External Scale* (NSIES) were used to collect data. Daily observations were conducted for two and one-half months. The focus of the study was directed toward determining (a) what type of interactions took place in the integrated regular classroom during reading instruction, (b) how the teacher accommodated the exceptional and non-exceptional children as a group and as individuals, (c) how support persons contributed to the mainstream process, and (d) what the children, teachers, and support persons said they felt about themselves and about each other.

ORAL READING OF HIGH AND LOW READING ACHIEVEMENT FOURTH GRADE STUDENTS TAUGHT BY AN INTEGRATED LANGUAGE ARTS APPROACH AND SKILLS APPROACH TO READING

Order No. DA8426498

WEBELER, MARY ELIZABETH, PH.D. *The Ohio State University*, 1984. 191pp. Adviser: Professor Sharon E. Fox

The purpose of this study was to examine the effects of two well-known methods of reading instruction (Skills and Integrated Language Arts) and two levels of reading achievement (high and low) on fourth graders' reading strategies and perceptions of the reading process. Children's reading strategies were assessed using the Reading Miscue Inventory, and their reading perceptions were evaluated based on three approaches to reading (Phonics, Skills, and Integrated Language Arts). The present study differed from most prior research in providing reading materials which were at appropriate instructional levels for each child. Additionally, teachers' theoretical orientations to reading were assessed to confirm that children received either a Skills or an Integrated Language Arts program. Results revealed that instructional programs did not produce significant differences in children's reading strategies, but did produce significant differences in how the children perceived the two programs. On the other hand, children in the two programs described their own reading strategies similarly. Results pertaining to achievement showed there were no significant differences between the high and low reading achievers' perceptions of the reading process. Significant differences between high and low readers were found for three of the ten reading strategies studied: sound similarity, grammatical function, and Y + P semantical acceptability. Further investigation of the sample revealed that the children were all reading at grade level or above and that several of the high and low achievers were reading at the same grade level. Consequently, it is possible that there were no truly low reading achievers in this study. In addition, it was hypothesized that these children had received a range of reading experiences outside of school, since the children were living in a well-educated community. These circumstances may have minimized the difference between the achievement and instructional groups, and therefore precluded the finding of differences between these groups.

Copies of the Dissertations may be obtained by addressing your request to:

University Microfilms International
Dissertation Copies
Post Office Box 1764
Ann Arbor, Michigan 48106

or by telephoning (toll-free) 1-800-521-3042